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THE PUBLIC HIGH-SCHOOL BUILDING AT NEW HAVEN, CONN.

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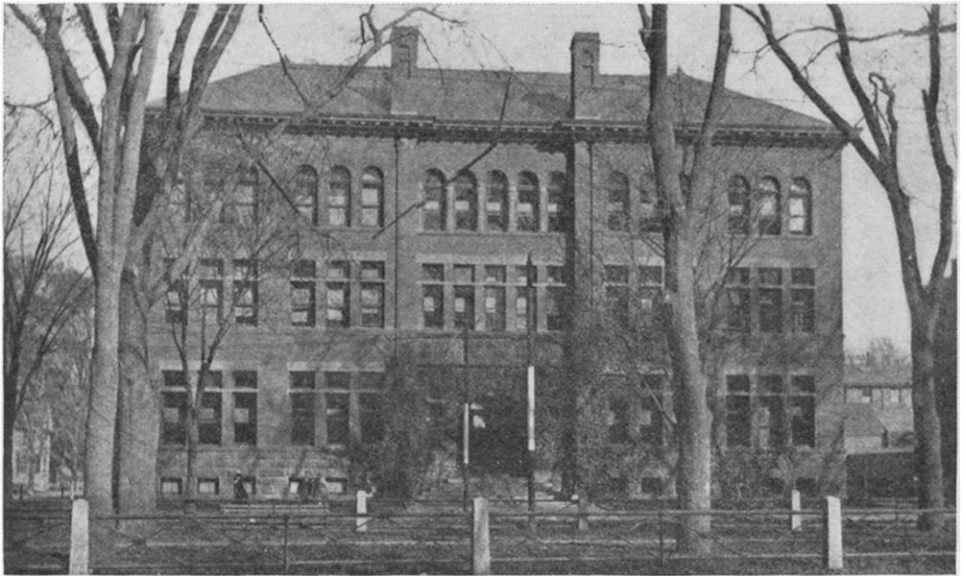
The new building of the New Haven High School was begun September, 1901, and completed, with the exception of the laboratories, April, 1903. The laboratories were left incomplete until July, 1904, when they were fitted up and equipped during the summer vacation. The building was planned for 1,500 pupils. By using all the available space, however, 1,562 pupils are accommodated, the auditorium seating exactly that number.

The entire cost of the building, including ventilating, heating, furniture, and equipment, but not including the lot on which the building stands, was \$308,687.76, or \$198 per pupil. Of this amount \$42,119.19 was spent on heating and ventilating, \$19,424.26 on furniture and equipment, and \$10,000 on laboratories. Exclusive of these items, therefore, the cost of the building was \$237,143.51. Considering the fact that the building is a strictly up-to-date structure, practically fireproof, built of the best material, of good architectural effect, and containing every essential of a modern high school, with the exception of a gymnasium, it is probable that few so good buildings in the entire country have been erected at so low a cost.

From the beginning, the board of education was determined on

two things: first, that the largest possible return should be obtained from the money to be spent, and, second, that the new building should be completed within the appropriation. No pains were spared to accomplish these two objects.

Competitive plans and designs were submitted to the board, and those that seemed to meet the needs of the school most satisfactorily were accepted. The author of these plans was chosen architect for



THE NEW HAVEN HIGH SCHOOL.
THE BOARDMAN BUILDING.
ERECTED 1894.

the building. Although the architect assured the board that the plans could be executed within the appropriation which had been made, still the board, wishing expert opinion on this point, employed a prominent Boston schoolhouse architect to come to New Haven to give professional advice on this matter. After several hours spent in examining the plans and in conferring with the board, the advice of the expert was that the building contemplated could not be erected within the appropriation. Still, not satisfied, the board

employed several reputable and responsible local builders to figure out the exact cost of such a building as the plans and specifications of the architect called for. The result of their work was the submission of figures considerably under the appropriation. On the strength of this, the specifications were published and competitive bids called for. The lowest bids were adopted, and the building was erected and completed within the appropriation.



THE NEW HAVEN HIGH SCHOOL. THE NEW BUILDING.
ERECTED 1901-1903.

The Boardman Manual High-School building stands at the right of the new building and at right angles to it. Upon the completion of the latter the two buildings were connected by a passage way and the two schools consolidated into the New Haven High School. Dr. J. P. Cushing is head-master, and Mr. Charles L. Kirschner director of manual training.

The following table shows the cost of high-school buildings recently erected in New England. The information given in the the table is doubtless reliable, as it was obtained from the offices of boards of education in the places represented. According to the table, the cost of the buildings varies from \$198 per pupil in New Haven to \$437 in Springfield. It is doubtless understood that the larger the school, the lower is the cost per pupil.

COST OF HIGH SCHOOL BUILDINGS RECENTLY ERECTED IN NEW
ENGLAND

	Date of Erection	Cost of Building	Ventilating and Heating (Additional)	Equipment and Furniture (Additional)	Total Cost	No. of Pupils it Accommodates	Cost per Pupil
Cambridge, English....	1891	\$206,000.00	\$14,000.00	\$11,000.00	\$231,000.00	700	\$330
Lowell.....	1893	150,000.00	10,000.00	11,000.00	171,000.00	734	233
Brookline.....	1895	190,000.00	10,000.00	25,000.00	225,000.00	750	300
Fitchburg.....	1895	139,453.00	15,907.00	23,312.00	178,672.00	900	199
Somerville, English....	1895	108,000.00	21,000.00	10,000.00	138,000.00	600	235
Cambridge, Latin.....	1897	230,000.00	20,000.00	28,000.00	278,000.00	900	309
Newton.....	1898	200,000.00	18,556.00	19,000.00	237,556.00	900	264
Holyoke.....	1898	151,962.00	20,000.00	29,600.00	201,562.00	800	252
Springfield.....	1898	350,000.00	800	437
Lawrence.....	1900	179,500.00	14,200.00	13,800.00	207,500.00	850	244
South Boston.....	1901	300,500.00	26,500.00	21,000.00	348,000.00	840	414
Dorchester.....	1901	293,746.00	28,254.00	25,000.00	347,000.00	840	413
Worcester, South.....	1901	143,429.74	17,762.00	19,881.40	181,073.14	750	241
New Haven.....	1902	247,143.51	42,119.99	19,424.26	308,687.76	1,562	198

The New Haven High School building is of red brick. The finish is of North Carolina pine, except in the auditorium where it is of whitewood. Although, technically, it cannot be classed as a strictly fireproof building, yet for all practical purposes it should be so classed. The entire first floor is of slow-burning mill construction; the floors of all corridors are fireproof; the walls of all classrooms, stairways, and corridors are of brick; the floors of the second and third stories are provided with a fireproof preparation; the lathing is of metal, and metal ceilings are in use throughout the building. The two main stairways are located against the outside walls of the building; and all stairways terminate on the first floor in close proximity to the outside doors.

The amount spent on equipment and furniture, \$19,424.26, did not provide entirely new furniture. About half the pupils' furniture—i. e., about eight hundred desks—had been used in the old building. This was repaired, refinished, and transferred to the new building, where it has proved entirely satisfactory. In fact, in many cases it has been difficult to distinguish the old from the new. Some of the equipment of the old laboratories, also, was found suitable for use in the new building. Of the one hundred business desks in the commercial department of the new school, sixty had been used in the old. Everything else was new. This includes the teachers' furniture, the entire equipment of the auditorium, science lecture-room, reception

room, and lunch counter, and most of the equipment of the laboratories.

What has been said shows that care and economy were practiced in the erection and equipment of this building. The board felt that this course was both financially necessary and practically wise. It felt that many cities had made the mistake of erecting too expensive high-school buildings. Such buildings are often begun with enthusiasm, but without a sufficient counting of the cost until the mistake is beyond rectification. A common result is that when the expensiveness of a building is fully realized, retrenchment takes place, adequate equipment is not provided, the erection

of other needed buildings is deferred, teachers' salaries suffer, and the public becomes distrustful of school officials and the school system. It seemed much wiser to erect a plain and substantial building which would serve well local needs, would come within local means, would leave money for satisfactory equipment, would not stand in the way of the erection of other buildings, and would increase confidence in the efficiency and the usefulness of the public-school service.

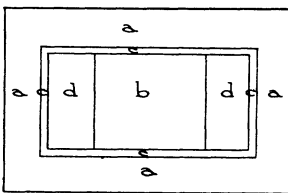


FIG. 2.—Ground Floor

a a a a = classrooms, etc.; *d d* = inner room, auditorium; *c c c c* = corridors; *d d d d* = light wells

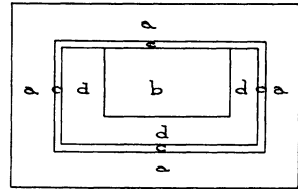


FIG. 1.—Ground Floor

a a a a = classrooms, etc.; *b* = inner building, auditorium; *c c c c* = corridors; *d d d d* = light court

The original plan was that of a building around a hollow square, with an inner building projecting from the front into the square, as indicated in Fig. 1, above. A later step was the utilization of a portion of the light space for a larger inner building, leaving large, deep light wells reaching from the basement to the top of the building. This is indicated in

Fig. 2. Finally, still another portion of the light space was added to the inner building, as indicated in Fig. 3, below. The final plan was that of a large, solid building with four well located light wells. Thus the plan adopted was an evolution from an original building

in the form of a hollow square. It should be said that the building is amply lighted by the exterior windows and by the large interior light wells.

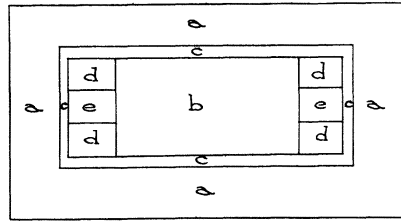


FIG. 3.—Ground Floor

a a a a = classrooms, etc.; *b* = auditorium; *c c c c* = corridors; *d d d d* = light wells; *e e* = lavatories

Following are the plans, in general detail, of the building. These are not, of course, architect's working plans, but they give the arrangement of the rooms with practical accuracy.

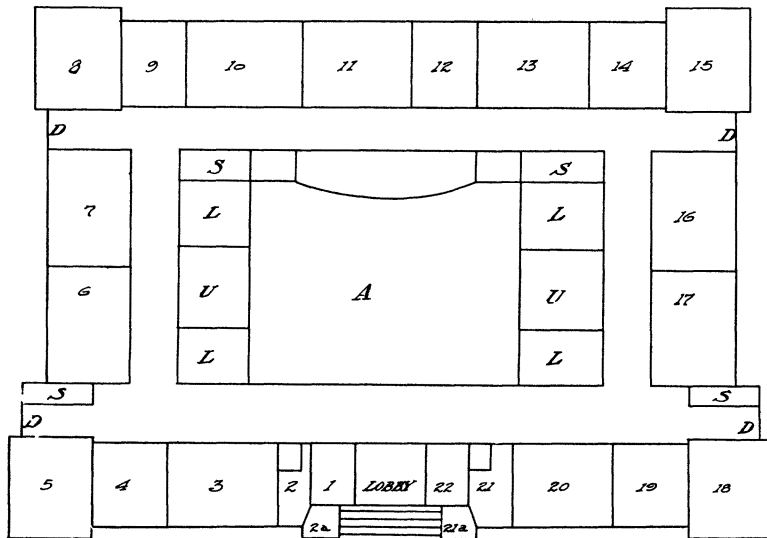


FIG. 4.—First Floor

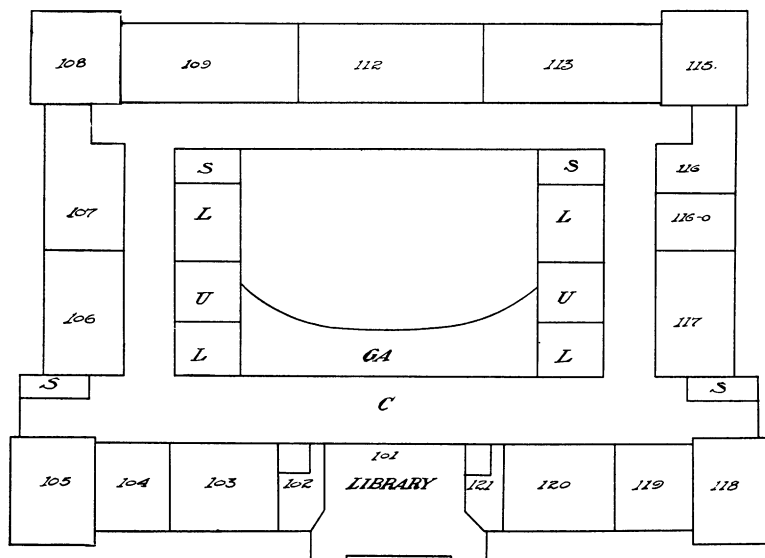


FIG. 5.—Second Floor

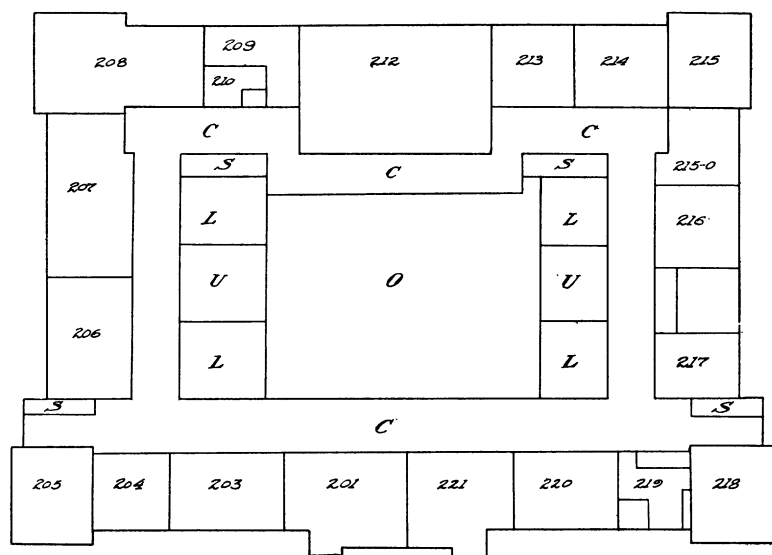


FIG. 6.—Third Floor

EXPLANATIONS OF THE PLANS.

1 = reception room.	S, S, S, S, S, S, S, S, S = stairways.
2 = principal's office.	D, D, D, D = outside doors.
3, 5, 6, 7, 8, 10, 11, 13, 15, 16, 17, 18, 20, 103, 105, 106, 107, 108, 117, 118, 120, 201, 203, 205, 221 = classrooms.	A = auditorium.
4, 9, 12, 14, 19, 104, 119, 204 = recitation rooms.	G A = gallery of auditorium.
109, 112, 113, 115, 116, 116-0 = business department.	101 = library.
121 = lady teachers' coat- and dressing-room.	L, L, L, L, L, L, L, L = light wells.
0 = open space above the auditorium, the latter being but two stories high.	U, U U, U = lavatories.
2a = stenographer's room.	102 = Men teachers' coat- and dressing-room.
21 and 21a = clerk's room.	206, 207, 208, 209, 210 = chemistry department.
22 = emergency room.	213, 214, 215-0, 216, 217 = physics department.
	218, 219, 220 = biological department.
	212 = science lecture hall.
	C, C, C, C, C, C = corridors.

The classrooms, of which there are twenty-five, vary a little in size, but nearly all of them are each 28×35 feet, and seat forty-eight pupils. This gives a liberal floor space to each pupil, viz., about $20\frac{1}{2}$ square feet. Every room is lighted by from four to seven large, plain windows, without transoms. In the corner rooms on the first floor the window space is from one-fourth to one-third of the floor space. In the other rooms on this floor the window space is one-fifth of the floor space. On the second and third floors, in the corner rooms the window space is about one-fourth of the floor space, while in the other rooms of these two floors the window space is one-sixth of the floor space. Less window space, of course, is needed in the upper stories than in the lower.

The windows vary in size from 9 feet 2 inches \times 3 feet 7 inches to 11 feet 4 inches \times 4 feet 3 inches (inside measurements).

On the first floor the height of the rooms is 15 feet; on the second and third floors it is 13 feet.

Each room is finished in gray brick from the floor to the windows, a space of about 3 feet. Above this height the finish is plain white plaster.

There are eight recitation rooms, exclusive of the recitation rooms in the special departments of science and business. Of these rooms, five are on the first floor, two on the second, and one on the third. They are 20×28 feet in size. Each recitation room is furnished with benches provided with arm tablets, and accommodates forty pupils. On the first floor the window space in these rooms is about one-fourth of the floor space; on the second and third floors it is about one-fifth.

The corridors are 16 feet wide in the front of the building, and 14 feet on the sides and rear. They are adequately lighted from outside windows in the stairways, and from interior windows in the light wells. By referring to the plans it will be seen that the light wells do not furnish any direct light to the rear corridors, as the rear stairways intervene. These corridors are, therefore, provided with several windows opening into the classrooms and receive light from this source. Every door in the building, also, opening from classrooms and recitation rooms directly into the corridors, is provided with a glass window 25 inches square. These door windows are very useful, not only assisting in lighting the corridors, but also enabling the principal to observe the work and discipline of the rooms when passing, however hastily, along the corridors. Each of the two front light wells has eight windows, and each of the two rear wells four windows, opening directly into the corridors on each floor. On the first floor each of these windows is 9 feet \times 39 inches; on the second and third floors they are 8 feet \times 39 inches. On the first floor, therefore, there are 702 square feet of windows between the corridors and the light wells, and on each of the other floors 624 square feet. It is this liberal provision of window surface which gives well-lighted corridors. The corridors are finished in gray brick to a height of 7 feet 8 inches; above this, the finish is plain white plaster.

The cloakrooms are located in the corridors adjoining the classrooms, are made of wire on a framework of wood, are 5 feet wide, 7 feet high, and vary from 15 to 22 feet long. A door opens from the coatroom into the schoolroom, and another into the corridor. Each coatroom has two rows of hooks, fifty in all, and two umbrella racks.

There are four stairways, two in the front and two in the rear of the building, all inclosed by brick walls. The front stairways are 6 feet, 8 inches in width, and the rear are 8 feet. The treads are made of cement, the Ransome system, and are each $12\frac{1}{2}$ inches wide \times $7\frac{3}{4}$ inches high. Probably by an oversight, no handrails were provided for any stairways in the building. Whether intended or not, however, the omission was unfortunate, as these rails are, beyond question, an assistance to lame pupils and a protection against falls and other similar accidents.

There are six lavatories, two on each floor. They are at opposite ends of the building, each one being between two light wells. They are $24 \times 19\frac{1}{2}$ feet, and are abundantly lighted by the light wells on either side. Each girls' lavatory is provided with twelve closets and a large sink. The boys' lavatories have each a large sink, six closets, and nine individual urinals. The floors in all cases are of cement.

The library is located on the second floor, immediately over the vestibule and the principal's office. It is 34×50 feet, and is lighted by five large windows in the front of the building. It is provided with bookcases on the three unlighted sides, with ten large tables 3 feet, 8 inches \times 8 feet, with eleven small individual tables 20×30 inches, and with a librarian's desk. The librarian is in charge of the room during school hours.

The auditorium occupies the main space within the four light wells in the interior of the building. The room itself is entered from the first floor and the gallery from the second floor. Its dimensions are 67×94 feet. The seating capacity is 1,562. Of this number, the gallery seats 539, and the main floor 1,023. The light is obtained from four large windows in the light wells at the sides, and from a large area of glass in the roof, the latter being flat. The floor is slightly inclined, there being a rise of about $3\frac{1}{2}$ feet from the front to the rear of the room. The platform, 16×40 feet, occupies the vacant space between the rear stairways, projecting about 7 feet into the room beyond the partitions of the stairways. This is shown on the plan. The auditorium is one of the most beautiful of school halls, and is constantly admired by visitors. The color of the wood-work is cream. Over the platform is an ornate arch supported by four pillars, two on each side, in imitation of marble. The wall in the rear of the platform is plain, and in illustrated lectures the pictures are projected upon this wall, no curtain being necessary.

The science lecture-hall is on the third floor between the department of physics on one side, and that of chemistry on the other, the biological department being on the opposite side of the building on the same floor. It is 55 feet wide and $43\frac{1}{2}$ feet deep. There are 288 seats sharply elevated in tiers, as is usual in school and college lecture-rooms. In the front of the room is a long lecture table, $25\frac{1}{2} \times 2\frac{1}{3}$ feet, supplied with water, gas, and electricity, and furnished with a sink

and pneumatic trough. Under the elevated seats is a large, open space which has been partitioned off and converted into a storage and lumber-room for the chemical and the physical departments. An electric lantern can be placed in the rear of the room for lecture purposes. The shades for darkening the room are raised and lowered by electricity. The lecture-hall is one of the most useful rooms in the school. It was intended as a lecture-room for the science departments. It is, however, used for general lecture purpose, for class meetings, and for meetings of grade teachers. It is lighted by windows in the rear and in the roof.

The science departments are on the third floor and occupy nearly the entire floor. Ten thousand dollars was appropriated for the equipment of these departments, apportioned as follows: physical department, \$4,000; chemical department, \$4,000; biological department, \$1,500; science lecture-hall, \$500. The plans for these departments were designed by the heads of the departments—Mr. M. M. Marble, physics; Dr. B. W. McFarland, chemistry; and Miss Martha M. Kennerly, biology—by whom many unique and useful features were introduced.

The physical department occupies the following rooms (see plans): No. 213, demonstration-apparatus room, size, 20 feet 6 inches \times 28 feet. No. 214, demonstration room; size, 28 \times 33 feet. This room is furnished with teacher's demonstration table, supplied with gas, water, and electricity, with sixty stationary lecture-room chairs, raised in tiers, having movable seats and arm tablets; with a solar lantern fitted into one of the windows at the side of the room; with an electric lantern standing on a raised platform in the rear; with three counterpoise slate blackboards, 3 $\frac{1}{2}$ \times 9 feet, in the front of the room; with a large electric switchboard; and with double shades for the windows, the inner or dark ones being raised and lowered by electricity. The city electric current, when carried directly to the switchboard, gives currents of 110 volts and 220 volts. If the same current is brought to the switchboard through a transformer in the rear of the board, direct currents of low voltage, e. g., 4-10 volts—and large output—e. g., 400 amperes—can be obtained, also an alternating current of 75 volts with one phase, two phases, or three phases. Currents from storage and primary batteries located near by

are also connected with the switchboard. By means of this switchboard any of these currents can be sent to the science lecture-hall, to the teacher's demonstration tables, and to all of the students' laboratory tables. No. 215, Laboratory I; size, 28×36 feet. This room is equipped for individual work. It is furnished with six tables, $6 \times 4\frac{1}{2}$ feet in the interior of the room, and with a wall table 2 feet wide extending around the two light sides of the room. All the tables are supplied with gas, water, electricity, and with individual drawers for students. The interior tables are of plain, hard wood with oak tops; the wall table has an alberene stone top. At all the tables each pupil's space is three linear feet. The wall table is used for electrical work. There is no iron in its construction, and, to avoid vibrations, the top of the table is independent of the body and is secured by braces directly to the wall of the building. No. 215-o, students' apparatus room and science library; size, 15 feet 4 inches \times 24 feet 2 inches. No. 216, Laboratory II; size, 27×28 feet. This is equipped the same as Laboratory I, having in addition a hood. From this room, as is shown on the plan, open a dark room, $13 \times 7\frac{1}{2}$ feet, for photographic and photometric work, and a workroom, 13×20 feet. The latter is also furnished with a hood. No. 217, recitation room; size, 21×28 feet. This is equipped with thirty-six stationary lecture-room chairs, having movable seats and arm tablets, with teacher's desk, and with two slate counterpoise blackboards, each $9 \times 3\frac{1}{2}$ feet. All the rooms of this department are connected with one another by doors, except that there is no connection between the recitation room and any of the others.

The chemical department consists of the following rooms (see plan): No. 206, recitation room; size, 28×35 feet. This contains forty-eight students' desks and teacher's demonstration table. The latter is $17\frac{1}{2}$ feet \times 29 $\frac{1}{2}$ inches, and is supplied with gas, water, and electricity. At one end of the table is an electric lantern used for illustrative purposes, the curtain being at the opposite side of the room. No. 207, Laboratory I; size, 28×43 feet. This room is equipped with three hoods, each $2\frac{1}{2} \times 5$ feet, with teacher's demonstration table, $28\frac{1}{2}$ inches \times 7 feet 8 inches, with benches having arm tablets for thirty pupils, and with three students' tables for individual laboratory work. Each of these tables is 4 feet 4 inches \times 13 feet 9 inches,

and is 3 feet high. At each end of each table, and a part of it, is built a cupboard for general apparatus, 17 inches \times 4 feet 4 inches, and 29 inches high. All table tops in the department are of soft wood stained dark, and covered with a preparation of paraffin. Every table accommodates four students, allowing 6 linear feet to each student. Each student's individual equipment consists of a supply of water, gas, and electricity, a water vacuum pump, an outlet connected with the gas-preparation or gas-storage room, by which various gases may be drawn by the pupil as they are needed for work, an electric automatic lighter for the bunsen burner, and two drawers and a locker in the lower part of the table. Hydrogen, oxygen, and carbon dioxide gases are kept in supply constantly for pupils' use. Other gases, except those which attack iron, are manufactured or purchased in quantity, as they are needed. These gases are kept in the storage or preparation room, and can be drawn by pupils at their tables. The automatic lighter is practically an electric circuit; a spark is obtained by completing the circuit; the two terminals are the bunsen burner and a metal point projecting from the table. The use of matches is forbidden throughout the chemical laboratories. Each pupil's table space is supplied with six individual sets of drawers and lockers, for six different divisions of pupils. The working capacity of the tables can be doubled by giving each pupil 3 feet of space, instead of 6, allowing him one drawer instead of two, and requiring two pupils to use the same locker. Each individual set of drawers and locker is provided with a combination lock, every pupil having his own combination numbers; keys are not used. Extending the entire length of the table are two shelves, 8 inches wide, raised 8 and 16 inches, respectively, above the table. No. 208, Laboratory II; size, 28 \times 58 feet. This room is fitted up practically the same as Laboratory I. The teacher's demonstration table and the students' laboratory work-tables, of which there are five, are identical in character and in size with those of Laboratory I. There are seven hoods, each 2 $\frac{1}{2}$ \times 4 feet 3 inches, and each is supplied with gas, water, and hydrogen sulphide from an automatic generator in basement. Each laboratory has also, as most laboratories do, numerous drawers, shelves, cupboards, and desks which need not be described here. No. 209, preparation and workroom; size,

14×28 feet. It contains a hood and is connected with the basement by a dumb-waiter. No. 210, supply-room; size, 14×28 feet. This room contains the general chemical supplies. There is an acid storeroom in the basement.

The biological department consists of the following rooms (see plan): No. 218, biological laboratory; size, 28×36 feet. This contains a teacher's demonstration table, 12×2½ feet, supplied with water and gas, twenty-eight pupils' work-tables, three museum cases, a large sink, and an aquarium. The pupils' work-tables resemble ordinary flat-top business desks. They are 2 feet 10 inches long, 2 feet wide, and 2 feet 9 inches high. Each desk has a microscope cupboard and six drawers, one drawer for each pupil in six divisions. No. 219, museum room, workroom, and conference room; size, 18×28 feet. This room contains on one side a private workroom; on another side, an office; on still another, museum cabinets; while in the center, for conference purposes, are a table and chairs. No. 220, recitation room; size, 28×35 feet. This room is supplied with a teacher's desk, a counterpoise slate blackboard, 9×3½ feet, and arm tablet benches seating eighty pupils. These three rooms are connected by doors.

The commercial department consists of the following rooms (see plan): No. 109, first-year commercial classroom; size, 28×55½ feet; seats ninety pupils; ordinary desks and furniture; no special equipment. No. 110, junior commercial room; size, 28×58 feet; contains fifty-five special flat-top business desks; each desk is 2 feet × 38 inches, is 30 inches high, and has a tier of four drawers at one side; no other special equipment. No. 111, senior commercial classroom; size, 28×56 feet; contains forty-three special business desks, special filing cases, bank, and business offices. No. 112, typewriting room; size, 28×36 feet; contains teacher's desk, large table, 3 feet 8 inches × 8 feet, letter press, filing cases, and twenty-four typewriting machines. The latter are set in special flat-top typewriting desks, each desk being 3 feet long, 2½ feet wide, and 2½ feet high, and containing a tier of four drawers at one side. No. 116, workroom for duplicating, printing, and mimeographing; size, 18×28 feet; furnished with a wash bowl and equipped with three large cases, for books, paper, ink, and other printing materials, with two tables, 3 feet 8 inches × 8 feet, with two duplicating neostyles and with a paper-cutter. No. 116-0,

stenography recitation room; size, 20 feet 3 inches \times 28 feet; contains lined blackboards, twenty-eight pupils' desks, and two arm tablet benches accommodating ten additional pupils.

The lunch counter is in the basement and consists of two counters 25 feet apart, each 36 feet long, built across the front corridor, and projecting under the main entrance. Cupboards, sinks, gas stoves, tables, and shelves are placed in the kitchen, at the end of the counter space, directly under the main entrance. Settees and chairs are scattered irregularly about in the adjoining rooms and recesses.

The basement contains not only the lunch counter, but also the boys' and the girls' bicycle-rooms, and rooms used for general storage purposes. As all the steam used in the building is brought from the Boardman Building, where the boilers and engines are located, there are no coal-bins in the basement of this building.

The ventilating system is one of the standard fan systems. Two fans in the two rear corners of the basement are operated by electric motors. Fresh air from outside passes between large coils of steam pipes into the fanrooms, whence it is driven by the fans through large ducts into all parts of the building.

The heating system is a combination of direct and of indirect systems. All rooms and corridors are provided with steam coils and radiators, and the building depends mainly upon steam for its heat. By regulating the heat of the steam pipes between which the ventilating air is made to pass at the beginning of its journey through the building, the temperature of this air can also be regulated. The air usually leaves the fanroom at a temperature of about 75 degrees. This is kept fairly constant by thermostatic control of the temperature of the steam pipes. As the air loses 5 or 6 degrees before reaching the rooms, it usually enters the schoolroom at a temperature of 69 or 70 degrees. In very severe weather, however, the air has been driven into the rooms at a temperature of 93 degrees. Thus the indirect system can be used to fortify or to modify the direct system. In very cold weather, both systems are used, while in the mild weather of early fall and late spring the indirect system is sufficient. The main reliance, however, throughout the year is on the direct steam heat.

Electric clock systems not having proved entirely satisfactory, ordinary eight-day clocks were installed throughout the building.

The winding of these clocks is, of course, a burden on the janitor, but otherwise they require little attention, and the building is always sure of practically correct time.

A system of electric bells extends from the principal's office to all the rooms in the building. It is operated automatically by the office clock. Large electric bells in the corridors are operated by hand from the office.

The building is wired for electric lighting. At present, however, electric lamps have not been installed except in the auditorium. Other parts of the building are lighted by gas.

Dimensions: Length of building, 226 feet; breadth, 180 feet; classrooms, 28×35 feet; recitation rooms, 28×20 feet; width of corridors—front, 16 feet; side and rear, 14 feet; width of stairways—front, 6 feet 8 inches; rear, 8 feet; tread of stairs—height, $7\frac{3}{4}$ inches; width, $12\frac{1}{2}$ inches; light wells, four, 21×22 feet; lavatories, six, $19\frac{1}{2} \times 24$ feet; auditorium, 67×94 feet; library, 34×50 feet; science lecture-hall, $55 \times 43\frac{1}{2}$ feet.

The location of the building is nearly ideal. For convenience of access and for satisfactory conditions of work it could hardly be improved. The building is situated on a quiet street, York Square, facing directly upon a small park. Street noises rarely reach its occupants. At the same time the building is within a minute's walk of a busy city thoroughfare, whence several street-railway lines connect with various parts of the city.

The architects were Brown & Von Beren, and the builders the George M. Grant Co., both of New Haven.

In conclusion, I wish to say that in this article I have given not only the general plans, but many individual details of the building. It seems to me that for those interested in studying modern high-school buildings for practical help and suggestions, these supplement each other and are about equally important.

I wish, furthermore, to add that, in my opinion, the building was wisely planned and the appropriation judiciously expended. In no essential has the building been a disappointment. If it were to be rebuilt, with the experience which has been gained by its occupancy for nearly two years, it is probable that in no important particular would the plans be modified.